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ACLS NEWSLETTER

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345 EAST 46th STREET, NEW YORK 17, NEW YORK

THE AMERICAN COUNCIL OF LEARNED SOCIETIES

The American Council of Learned Societies is a private non-profit federation of thirty national scholarly organizations concerned with the humanities and the humanistic aspects of the social sciences.

The object of the American Council of Learned Societies, as set forth in its constitution, is "the advancement of humanistic studies in all fields of learning and the maintenance and strengthening of relations among the national societies devoted to such studies."

The Council was organized in 1919 and incorporated in the District of Columbia in 1924. Its principal support comes from the philanthropic foundations, supplemented, on occasion, by government contracts for specific enterprises.

ACLS PRIZES FOR DISTINGUISHED SCHOLARSHIP IN THE HUMANITIES

Prizes of \$10,000 each were awarded by the ACLS to ten American university professors at the Council's Annual Meeting on January 21, 1961, in recognition of distinguished contributions to humanistic learning. Forty Prizes have been awarded by the ACLS, beginning in 1958. Those honored this year are:

William F. Albright, oriental studies, Johns Hopkins University

Henry-Russell Hitchcock, history of architecture, Museum of Modern Art and Smith College

Werner W. Jaeger, classics, Harvard University

Frank H. Knight, economics, University of Chicago

Richard Krautheimer, history of art, New York University

Clarence I. Lewis, philosophy, Harvard and Stanford Universities

Perry G. E. Miller, American literature, Harvard University

Otto Neugebauer, history of science, Brown University and the Institute for Advanced Study

Oliver Strunk, musicology, Princeton University

Quincy Wright, international law, Universities of Chicago and Virginia

FELLOWSHIP APPOINTMENTS

Following a national competition, which closed on October 31, 1960, twenty-six post-doctoral Fellows have been appointed by the ACLS. They will be freed from regular duties to engage in research in the humanities for periods of six months to one year. The awards are intended primarily for the provision of free time, although amounts for travel, for clerical or research assistance, or for reproduction or purchase of materials are allowable.

The Fellows, *in toto*, are affiliated with twenty-two institutions in eleven states, Canada, and Africa.

Those appointed, their fields of teaching, institutions, and subjects of research are:

Jonas A. Barish, Department of English, University of California, Berkeley: A study of theatricality, especially in its rhetorical aspects, in European drama of the Renaissance and later

Rudolph Binion, Department of History, Columbia University: Life and works of Lou Andreas-Salomé

Jean S. Boggs, Department of Art, University of California, Riverside: Biography of Edgar Degas

William H. Brownlee, Department of Religion, Claremont Graduate School: Study and publication of Ezekiel's scroll

Ralph Cohen, Department of English, University of California, Los Angeles: Relation between practical and theoretical criticism in the English and continental interpretations of James Thomson's *The Seasons*, 1750-1950

Arthur C. Danto, Department of Philosophy, Columbia University: A study in analytical philosophy of history

Sigmund Diamond, Department of Sociology, Columbia University: Theory of motivation in the 17th century

Richard M. Dorson, Department of History, Indiana University: Folklore techniques and theories

Martin Dyck, Department of German, University of Michigan: A study of Novalis, with special reference to his fragments

Harry G. Haile, Department of German, University of Houston: Reconstruction of the 16th century Faust Book in its original form

Arthur W. Hoffman, Department of English, Syracuse University: Extent and kinds of Spenserian influence in the poetry of Pope and Dryden

Daniel G. Hoffman, Department of English, Swarthmore College: Myth and representation in modern British poetry

J. Joseph Huthmacher, Department of History, Georgetown University: Senator Robert F. Wagner and the rise of urban liberalism

Alvin B. Kernan, Department of English, Yale University: English satire from Skelton to the present

Everett W. Knight, Department of French, University College of Ghana: A philosophical reassessment of the nature and function of scholarship

Murray Lefkowitz, Department of Music, Fairfax High School, Los Angeles: Preparation and completion of *Selected Instrumental Works of William Lawes*; collection of material for *The Life and Works of Matthew Locke*

Jacob C. Levenson, Department of English, University of Minnesota: The American novel from James to the present

Philip Mayerson, Department of Classics, New York University: Study of the extension of ancient settlement into the Negeb, Israel

Margherita Morreale, Department of Romance Languages, Catholic University of America: History of the Vernacular Bible in Spain

Maurice A. Natanson, Department of Philosophy, University of North Carolina: Relationship between philosophy and theoretical psychiatry

Jaan Puhvel, Department of Classics, University of California, Los Angeles: Reexamination of Indo-European morphology in the light of the theory of laryngeals

W. Gerson Rabinowitz, Department of Classics, University of California, Berkeley: Studies in the sources of reconstruction of Aristotle's *Protrepticus* and the Platonism of Galen

Francis E. Sparshott, Department of Ethics and Classics, University of Toronto: Collection and examination of materials from Classical Antiquity pertaining to topics now classified as aesthetics

Wayne P. Suttles, Department of Anthropology, University of British Columbia: Completion of two monographs on the coast Salish traditional culture and modern ceremonialism

Brian Tierney, Department of History, Cornell University: Comparative constitutional law in the 13th century

William B. Todd, Department of English, University of Texas: Dictionary of printers, type-founders, and press-makers, London and vicinity, 1800-40

GRANTS IN AID OF RESEARCH

In a competition which closed on October 10, 1960 the ACLS has awarded grants to forty-two scholars for research in the humanities and related social sciences. The recipients, severally, are affiliated with thirty-two colleges and universities and two other academic institutions in fifteen states, Canada, and Europe. The grants may be used for travel necessary to gain access to materials (including personal maintenance), research or clerical assistance, and the reproduction or purchase of materials.

Those awarded grants, their fields of teaching, institutions, and subjects of research are:

Benjamin F. Bart, Department of Romance Languages, Syracuse University: Study of the life and works of Gustave Flaubert

Charles S. Braden, Department of History and Literature of Religion, Northwestern University: History of the New Thought Movement

William B. Coley, Department of English, Wesleyan University: Edition of Henry Fielding's journals and other writings dealing with the Rebellion of 1745

Charles T. Davis, Department of History, Tulane University: Dante's Florence

Joseph E. Duncan, Department of English, University of Minnesota: History of changing ideas of earthly paradise; use of these conceptions by Milton and others

John H. Dupre, Department of History and Political Science, Macalester College: Biography of Robert Lindet, French Revolutionary

Abram L. Harris, Department of Philosophy, University of Chicago: Research on John Stuart Mill

George Hendrick, Amerika-Institut, J. W. Goethe University, Germany: Checklist of American literary manuscripts in Continental libraries

Howard Hibbard, Department of Art History and Archaeology, Columbia University: Carlo Maderno's completion of St. Peter's, Rome

John M. Jacobus, Jr., Department of Architecture and Art, University of California, Berkeley: Completion of book: *Origins of Art Nouveau Architecture in France and Belgium, 1850-1900*

Eric O. Johannesson, Department of Scandinavian, University of California, Berkeley: Study of August Strindberg's novels

Philip Keppler, Jr., Department of Music, Smith College: A study of Agostino Steffani (1654-1728), composer, diplomat, and churchman

Cecil Y. Lang, Department of English, Syracuse University: Edition of Tennyson's letters

Herbert Marcuse, Department of Politics and Philosophy, Brandeis University: Studies in the ideology of advanced industrial society

Berthe M. Marti, Department of Mediaeval Latin, Bryn Mawr College: Analysis and study of Lucan's *Pharsalia*

Irving J. Massey, Department of English, McGill University: Mary Shelley's editing of P. B. Shelley's manuscripts, with particular reference to the posthumous poems

Gita May, Department of French, Columbia University: Completion of book: *Madame Roland and the Age of Revolution*

John F. McDermott, Department of English, Washington University: Study of pictorial reporting of the American West

Robert E. McNally, Department of Church History, Woodstock College: Bible in the Early Middle Ages

Joseph Mileck, Department of German, University of California, Berkeley: The life and works of Hermann Hesse

William S. Newman, Department of Music, University of North Carolina: Completion of *A History of the Sonata Idea*, Volumes II and III

George B. Parks, Department of English, Queens College: English travelers to Italy in the 16th century

Dragan Plamenac, School of Music, University of Illinois: Survey of and investigation into old musical manuscripts in the libraries of Eastern Europe

Derek J. Price, Department of History of Science and Medicine, Yale University: Examination of ancient and medieval scientific instruments

George I. Quimby, Department of Anthropology, Chicago Natural History Museum: Cultural-historical attempt to bridge gaps between tribal cultures and specific pre-historic cultures in the Upper Great Lakes region

Janet C. Rearick, Department of the History of Art, Wellesley College: Monograph on *The Paintings of Jacopo Pontormo*

Donald H. Reiman, Department of English, Duke University: Edition and critical study of Shelley's *The Triumph of Life*

Donald Robertson, Department of Art, Tulane University: Sequel to: *Mexican Manuscript Painting of Early Colonial Period*

James L. Rosier, Department of English, Cornell University: Edition of Thomas Drant's English translation of Horace and Jeremiah

Darrett B. Rutman, Department of History, University of Minnesota: Winthrop's Boston: an institutional portrait of a Puritan town, 1630-49

Howard Saalman, Department of Architecture, Carnegie Institute of Technology: Filippo Brunelleschi: Florentine architecture in the Early Renaissance

Albert Seay, Department of Music, Colorado College: Investigation of the history of Italian musical theory in the 14th and 15th centuries, including the preparation of critical texts of pertinent treatises

Harold Seymour, Department of History, Mills College of Education: *Baseball: The Modern Era*

Louis Sheaffer, Writer, New York City: Comprehensive life of Eugene O'Neil, the man and the playwright

Robert W. Stallman, Department of English, University of Connecticut: *Stephen Crane: Sketches and War Dispatches*

William C. Stokoe, Jr., Department of English, Gallaudet College: Linguistic investigation of the communication of deaf persons in the British Isles

Joseph Szövérffy, Department of Modern Languages, University of Alberta: A historico-analytic survey of medieval Latin and vernacular hymnody

Alexander Turyn, Department of Classics, University of Illinois:
Study of dated Greek manuscripts of the 13th and 14th centuries

John E. Unterecker, Department of English, Columbia University:
The Life and Times of Hart Crane

Philippe Verdier, Walters Art Gallery, Baltimore: Painted enamels
of the French renaissance

Charles B. Woods, Department of English, State University of Iowa:
Edition of Henry Fielding's plays; book on Fielding as playwright

Andrew H. Wright, Department of English, Ohio State University:
The Novels of Henry Fielding

REGIONAL ASSOCIATES SURVEY OF NON-WESTERN MATERIALS IN THE UNDERGRADUATE CURRICULUM

Note to Regional Associates:

The executive staff is grateful for the well-ordered, informative and thoughtful reports our special query elicited. A selection of material on other subjects reported on in December will appear in a later issue of the *Newsletter*.

The United States has become increasingly conscious of the mounting importance of the nations of Asia and Africa, and aware of the American stake in knowing and understanding their cultures and their role in world affairs. There is considerable agreement that this awareness has not yet found adequate expression in American education. When one of the foundations asked the ACLS for its views on this topic, the staff decided to share the assignment with the Council's Regional Associates. Each Associate was invited to report any changes in the curriculum of his own institution bearing on the charge of parochialism, and to say specifically whether the undergraduate was being introduced to non-Western cultures or world affairs in his first two years.* The ACLS statement to the Regional Associates quoted a resolution of the American Council on Education which suggested that "an awareness of our world-wide concern" be developed in *all* courses. This quotation, occasionally mistaken for an ACLS position statement, was responsible for the emotional quality of the responses Regional Associates received from a number of department heads and others.

We may begin by summarizing first the experience of the universities reported on, then that of the colleges; and will conclude by noting some of the obstacles to change and some of the means which have been suggested or

* About half of the Associates chose to postpone a report on this topic until June, but the quantity and quality of the material we now have on hand warrant immediate attention and circulation. And so, with no claim to completeness or finality, this interim survey is presented for its relevance to this "broad and enduring subject."

tried to push aside or get around the obstacles. Every person not otherwise identified is a Regional Associate.

University of Arizona

The University of Arizona instituted a Far Eastern program in 1956 "after much discussion and over some real opposition." "The Far East," R. M. Quinn continued, "seemed very remote to many on our campus, and after all, what did it have to do with cattle, copper, and cotton?" The program was set up with the deliberate aim of introducing students to Asia early in their college careers. Two approaches were employed. A Far Eastern specialist, brought in as director of the program, first tried to "effect the introduction of appropriate subject matter into the course content of the various departments." The effort was successful in the introductory Anthropology and Sociology courses and in World Religions (a natural by definition); but nothing much more came of this approach, and it was soon agreed that "the hope for real success in the total venture lay in developing a full curriculum."

The full curriculum and undergraduate major have provided for specialization in Chinese, Japanese, and Indic studies, each with a language requirement. The beginning course, open to Freshmen and Sophomores, is called "Introduction to Far Eastern Civilization." This course meets general social science and history major requirements, and has an enrollment of 120. Thereafter the University offers courses in the Asian field totaling about 100 credit units, and the combined enrollment is about 800 each semester. This development owes much to Carnegie Corporation grants which financed library sources, clerical work, visiting speakers, travel funds, research, and the compiling of a Far Eastern studies reference guide. The guide should go to press this coming summer. Some further assistance has come from the National Defense Education Act, since the University of Arizona was made an area-language center.

University of Arkansas

E. L. Rudolph reports that interest in non-Western cultures at the University of Arkansas is making itself felt in such diverse ways as elementary instruction in Egyptian and Chinese; greater emphasis on Asian and African nationalism in the basic course in Western Civilization and on non-European materials in the basic Fine Arts course; doubled enrollment in "World Regional Geography," which has given increasing emphasis to Africa; new courses on the peoples and cultures of Asia and Africa offered by the Archaeology Department; and a course in governments of the Far East taught by the political scientists. Mr. Rudolph intimates that more might be done.

Brandeis University

Joseph S. Murphy begins his report on Brandeis University by stating that the most significant developments in humanistic scholarship at Brandeis

have been in Near Eastern and Judaic studies. The School of Humanities supports two departments and one graduate institute in non-Western studies. The Department of Mediterranean Studies is primarily for advanced study with meager introductory offering except in Akkadian and Ugaritic. The Department of Near Eastern and Judaic Studies offers diverse courses in "Jewish and Hebrew language, philosophy, history, and religion." Outside these departments the undergraduate will find courses on Africa and Oceania in Anthropology, on underdeveloped areas and the Soviet Union in Economics, on Art in India, China and Japan in Fine Arts, and on China, Japan, Southern and Southeastern Asia in Politics. None of them appears to be open to Freshmen. The History, Humanities, and Philosophy offerings are traditionally Western.

Carnegie Institute of Technology

The Institute has a Division of Humanistic and Social Studies in its College of Engineering and Science, but no graduate work is offered in these areas, except in economics and psychology, and there is no major. The courses in the humanities and social sciences which the student of engineering and science must take are all Western in content and orientation; but upperclass electives finally provide instruction on the Far East, Middle East, and Africa. Hugo A. Meier reports that increased interest in the Middle East recently found expression in an educational innovation involving all Freshmen. With the history and implications of the Suez crisis of 1956 as subject, and dittoed source materials in the Library, every Freshman wrote a long paper "on a problem he discovered to be rooted in the crisis" during the last half of the spring semester.

Duke University

For upperclassmen non-Western subject matter is included and given increasing stress in a number of courses at Duke University, Arlin Turner states. Several courses deal exclusively with Asia and the Pacific, though they are taken mainly by majors in Economics, History, and Political Science. The Freshman gets no more introduction to the non-Western world than is included in a required course in Art history and one in Modern History, whose central theme is the expansion of European influence (presumably while it was expanding) and the rise of the United States to world power.

University of Hawaii

Basic requirements for the first two years at the University of Hawaii follow an old mainland pattern: English, foreign language, government, history, science, speech. The required history course, World Civilization, deals mainly with the West, but James K. Lowers writes that "within the past year especially much effort has been made to bring out the big formative influences in non-Western, particularly Asian civilization." Also, data on the

Far East and Africa are included in the required course in government. But Hawaii's true self comes out only in the foreign languages, with emphasis on Chinese, Hawaiian, Indonesian, Japanese, Korean, and Thai. Beyond the introductory level, a number of departments, perhaps notably Anthropology, emphasize non-Western cultures. However, it is worth passing on the statement of a Department Chairman that the difficulty at times "is in convincing student advisers and administrators of the value of our courses in Western culture." Atmospheric influences may be yet more pronounced when the great East-West center brings together 2,000 Asian and American students "to study and live in the multi-racial Island State."

Indiana University

Edwin H. Cady states that emphasis in non-Western studies at Indiana University has been upon graduate training, but a change is in prospect. An *ad hoc* committee, formed in September 1958, finally recommended that Indiana formally undertake an Asian Studies Program in order "to provide eventually knowledge of non-Western societies to every undergraduate as a matter of course." The program was agreed to and an inter-departmental committee began filling staff-gaps, particularly in languages. It is not clear how soon Freshmen will discover the program; but the university is now considering a special course in non-Western studies for all Arts College students. Other aspects of Indiana's varied activities in non-Western scholarship and instruction will be referred to later.

University of Michigan

Asian specialists have infiltrated the University of Michigan to such an extent that nine departments of the College of Literature, Science and the Arts offer Asian studies at various levels. The Department of Near Eastern Studies has a course, "Great Books of the Near East," for Freshmen and Sophomores; and the Asian Studies Committee has designed a two-semester, four-credit course for Freshmen and Sophomores only. The first semester deals with "The Great Civilizations of Asia," the second with "Asia and the West." The course is in its third year and now has about a hundred students. Carnegie Corporation funds first went into planning and the preparation of text materials and lectures; and then financed fellowships for graduate students and faculty members from other colleges. "The course is regarded as cutting across the lines that divide the humanists from the social scientists, and gives students enrolled in it credit towards their Freshmen-Sophomore 'distribution' requirements in both areas." Non-Western materials have not worked their way into existing courses to any extent. The man who is not himself a specialist in Asia or Africa, Mr. Super writes, is usually content to leave those areas alone.

University of Minnesota

Robert Stange writes that the College of Science, Literature and the Arts "has been working for the last two or three years to increase its undergraduate course offerings in the study of Asian and African history and culture." For some time a full year's course in the history of Asia has been open to Freshmen, there are more advanced courses in the civilization and cultural history of Asian nations, and Juniors and Seniors may take certain graduate courses on South Asia, the Middle East, peoples and cultures of Africa, India, Southeast Asia, and Indonesia; and one entitled "Islam in Africa."

University of Mississippi

The Department of Sociology and Anthropology at the University of Mississippi offers Freshmen a course in Human Geography with a "pronounced emphasis upon the cultural" whose first semester is largely devoted to Asia and Africa. In History, China, Japan, and South Asia are reached by the Junior year; in Philosophy, "World Religions" is a Sophomore survey and "Oriental Philosophy" a course for Juniors. The Political Science Department has the widest course offering with a Sophomore course, "International Relations," largely focussed on Asia and Africa; Junior courses on the governments of China, Japan, India, Indonesia, the Philippines, Pakistan, and Burma, and on "Africa in Today's World." John Pilkington believes a student has a good chance of encountering at least one course in his four years which would present him something of Asian or African cultures.

University of South Dakota

Glen R. Driscoll reports that the State University of South Dakota has such "traditional standard courses" as Far Eastern and Russian history and "Soviet Political Institutions"; but these are not for Freshmen. Expanding interest in Asia and Africa is evident in the Department of Government. This semester it is giving a readings course for Juniors, Seniors, and graduate students, on contemporary African politics. The course carries two credits at present, but will become a three-credit lecture-discussion course next year. The Department plans to embark upon a Far Eastern program in the near future, and hopes that by 1962 a Far Eastern specialist will be added to the staff. Mr. Driscoll mentions an obstacle to specific staffing for African and Asian studies which other Regional Associates also alluded to. That is the view that any teacher of history or literature can teach the history or literature of any century or any civilization he turns his mind to. Adding Asian or African specialists would thus be unnecessary, even if instruction on non-Western areas were considered essential. For this and other reasons curricular change is likely to come slowly at the University of South Dakota, a conclusion that has applicability at many other institutions.

University of Tennessee

Richard Beale Davis writes from Knoxville that very little has been done at the University of Tennessee to introduce students to non-Western cultures and world affairs early in their college careers, although a required survey of World History does something along this line. The institution feels the need of an effort of this type, but, as the Dean says, "already crowded curricula make the addition of more material, however important, a difficult thing. A good deal of thinking and planning would have to be done before we get anywhere in this direction."

University of Texas

Archibald R. Lewis writes that in recent years one of the major concerns of the University of Texas has been "a serious and abiding consideration of broadening our undergraduate curriculum to include in it elements which represent non-Western culture in all its manifestations." After enumerating the ways in which this concern has been expressed, he makes it clear that the aim is to "add the non-Western to our heritage in our teaching without substituting it for all that heritage." Upperclassmen can enroll in History courses on Russia, the Near East, India, China, and Japan, and can study one or more of these areas in Government, Anthropology, Geography, Sociology, and Economics. There is instruction in Arabic, Czech, and Russian; the literatures of India and Russia are emphasized in a popular course on World Literature. A new undergraduate program in International Relations permits students to channel "their interests into a related series of courses dealing with the non-Western world." A steady stream of foreign lecturers keeps the non-Western world before the eyes of Texas. The introductory courses in History, Government, and English are basically Western with admixtures of non-Western materials where appropriate.

Tulane University

W. Burlie Brown began his report on Tulane University by explaining that the sections of introductory courses are autonomous. For this reason, though the University makes no attempt to expose Freshmen to non-Western influences, a considerable but indeterminate number do become acquainted with Asia and Africa through the choice of individual instructors. Mr. Brown then takes up a number of departments in the order of their response to "this current in education." First comes Anthropology, whose introductory course is divided into four sections run on the instructor's choice plan. Three sections are taught by specialists on Africa, India and Oceania, and China and Japan. A Sophomore course, "Peoples of the World," is offered by one of the Orientalists and stresses the non-Western cultures. Asian and African materials are brought into introductory courses in Sociology and Political Science; and Art and Philosophy offer Sophomore courses outside the Western tradition without prerequisite. History has a Far Eastern specialist, and it is possible to major in that field.

University of Virginia

Since World War II courses in Eastern cultures and civilizations have been offered at the University of Virginia by the Woodrow Wilson Department of Foreign Affairs. Recently, Arthur F. Stocker writes, there has been a substantial development in this direction and there are now or will be next year courses in Anthropology, Economics, Foreign Affairs, Geography, History, and Philosophy which are concerned principally or exclusively with Russia, Africa, the Middle East, Southern and Southeast Asia, and Oceania. While it appears that the student would not get into these areas during his Freshman year, the University of Virginia has definitely included non-Western studies in its view of a liberal education. The following clear-cut statement will appear in the College of Arts and Science catalogue for 1961-62:

In recent times the peoples of the world have been brought into contact with one another in new, complex and vastly important ways . . . Many nations previously considered remote and of little consequence can no longer be viewed in this light. In view of this, and because of the intrinsic importance of the subjects themselves, no undergraduate in search of a liberal education should consider his course of studies complete unless he has gained some knowledge and understanding of societies and cultures other than those of Western Europe and America.

University of Washington

Howard L. Nostrand begins his report on the University of Washington by observing that West-coast universities should be pioneers in offering instruction on Asian cultures and politics. Dr. George E. Taylor began teaching his course, "The Far East in the Modern World," shortly before Pearl Harbor. This introductory course for the non-specialist is now taught by four specialists on the staff of the Far Eastern and Russian Institute and had a fall enrollment of 269. As Mr. Nostrand remarks, this course could not be imitated in colleges having no center of Asian Studies, but "the concrete model exists, and could be adapted by various combinations of devices, including kinescoped lectures." The Institute offers a large number of courses on Asia and the Soviet Union which can be elected without prerequisite. While there are non-Western courses in History and elsewhere, Mr. Nostrand credits anthropologists with being "the most important single departmental influence on this campus toward a cross-cultural point of view." A member of the Department wrote:

We have undergraduate courses on the peoples of Eurasia, Africa, North and South America, and Oceania, and collaborate with the Far Eastern and Russian Institute in a joint undergraduate seminar on the peoples of Asia . . . In addition to those courses with areal designation, we use materials from Africa, Asia, and the Pacific . . . almost inter-

changeably with material more familiar to the student in almost any course you could name. The use of such materials in these non-areal contexts does not so much supply systematic information about other parts of the world as convey generally to the students a sense of the variety of mankind, the relevance of human data from whatever region, and the pertinence of any of it or all of it in understanding the human condition.

University of Wisconsin

Reporting on the University of Wisconsin, John J. Enck found little interest in the idea of introducing beginning students to non-Western cultures or world affairs. The Department of Indian Studies offers an extensive program of instruction in the languages and civilization of India, but it is designed primarily for the major and graduate student; and numerous courses on the Soviet Union, China, Japan, and Africa are offered at the Junior level. The Department of Political Science stated that the "closest we come to introducing this material at the introductory level is in . . . our course for Freshmen and Sophomores in international relations." It is possible that the University will include a study of Asian culture in a new program for pre-professional students. Replies to Mr. Enck's inquiries brought exclamation points opposite the ACE idea of loading all courses with "awareness of our world-wide concern," and one respondent said flatly that "economics, anthropology, and political science are not within my view of the humanities, and I wish the Council would stick to the humanities instead of pretending that they're really jolly old social sciences."

Yale University

Howard R. Lamar, Regional Associate at Yale, discussed the question with department heads, directors of undergraduate studies, and teachers of introductory courses. There was little concurrence with the proposition that "an awareness of our world-wide concern" be developed in *all* courses; but general agreement that Yale was "deeply concerned with the introduction of non-Western materials at the undergraduate level." By long-range plans for international studies, and new non-Western courses in several departments "significant progress" has already been made "towards making the undergraduate aware of non-Western areas and world affairs."

In History there has been no marked change in the basic introductory course in American history but other courses have acquainted "at least a tenth of the Freshman class" with non-Western fields and world problems.* In Economics the basic course deals only with the principles of economics, but

* The History Department at Yale anticipates a gradual withering away of the traditional survey approach because of improving high school training, and sees a beginning in increased enrollment in world problems and non-Western courses at the expense of the survey courses in American history which fell from 230 to 165 in three years.

two of the six major fields are "International Economics and the Economics of Underdeveloped Areas" and "Comparative Economic Systems." In December almost 200 students, including non-majors, were enrolled in courses dealing with international economic policy, and Soviet and Chinese economics.

The Political Science Department at Yale has radically changed its basic course "to stress an awareness of world problems." Before the change the beginner enrolled in a course in comparative government that was wholly European. With some 500 others he now takes "Introduction to International Relations," which is described in the catalogue as "A study of competitive coexistence: the Communist challenge and the Western response—military, economic and political." It is followed by other undergraduate courses concerned with world affairs or with the governments of East Asia and Russia.

The basic course in Anthropology remains "Western oriented"; the Sociology Department has no undergraduate instruction touching "in any way on non-Western topics"; and no basic course in Philosophy or Ethics deals with non-Western thought.

An inter-departmental committee has just completed an impressive survey of Yale's "resources and potentials in non-Western fields," and drawn up a ten-year plan for the development of international studies. The committee has recommended that the University intensively develop its scholarly resources on Russia, East Asia, Southeast Asia and International Relations, and increase its offerings in the African, Indian, Middle Eastern and Latin American fields.

Canada

The decision to appoint Associates at several Canadian universities was made too late for the December reports, but we have word from Hugh N. Maclean, formerly Regional Associate at the University of Cincinnati, who is now on the faculty of York University, an interim affiliate of the University of Toronto. Actually York is still largely in the planning stage, but Mr. Maclean states that the question of avoiding parochialism "is a matter very much in the minds of the Curriculum Committee collectively, and indeed of the York staff . . . The Committee is determined to construct a curriculum in which just such matters will necessarily be considered in as many courses as possible, preferably at the introductory level in each field." We shall be interested in York's progress as it completes its plans and separates from the University of Toronto.

Wesleyan University

In 1950 only one course at Wesleyan* dealt with the non-Western world: Comparative Religion. By 1955 another had been added, a "Humanities" course

* Wesleyan, a university in name, has resembled an independent liberal arts men's college; but it is now rapidly taking on the characteristics of a "little university." This is excerpted from Mr. Mink's report to explain Wesleyan's placement in this survey between the universities and colleges.

on "Great Books of the Far and Near East," with a multi-departmental staff. Since 1955 eight newly-introduced or transformed courses deal exclusively or largely with the non-Western world, reports Louis O. Mink. Most of them are in History and Government, and reflect the addition of a specialist to each of these departments. Two of these courses are specifically introductory: one in Social Anthropology, which for several years has devoted half of the course to Japanese culture; and one in Far Eastern Diplomatic History. Any of the courses mentioned above can be taken without prerequisite.

Mr. Mink writes that he has noted among a number of colleagues "an overwhelming lack of enthusiasm for the incorporation of non-Western materials in introductory courses." This attitude, he says, is not an expression of academic conservatism but "reflects a general belief that introductory courses are mainly introductions to *ways of thinking*, not to subject-matter." But there are numerous attempts at Wesleyan to interest the student in non-Western affairs "*after* he has acquired the rudimentary skills of a discipline."

"By all odds the most vital and significant event in interesting students in non-Western cultures has been extracurricular: the introduction of 'Operation Crossroads,' the African work-study program" which offers students a summer's work or a post-graduate teaching contract in a new African nation.

Antioch College

Louis Filler writes that departmentally the most impressive record in introducing students to the non-Western world at Antioch College has been made by the Department of Earth Sciences. Its second level or intermediate courses, "Human Geography" and "Economic Geography," both give three-fourths of their time to non-Western areas and both have substantial enrollment. "Basic World Trends," listed as Social Science 206T, is an intermediate course taught by a geographer, a political scientist and a sociologist. It has used India and Mexico as case studies and regularly enrolls 125 students. The History Department has a course in "Chinese Civilization," and one in Russian history which gets to the Soviet Union by midyear. In Anthropology there are courses on the Near East and on Africa, and materials from these areas appear prominently in the courses, "Comparative Institutions" and "Language and Culture." "Antioch Education Abroad" provides for a year of study and work in a foreign country. So far most students have gone to Europe, but several have gone to North Africa, and the beginning of a trend toward a year's non-European experience is now visible. Antioch's most ambitious effort to bring the Far East into its educational life, a cooperative arrangement with Earlham College, will be mentioned later.

Bowdoin College

Bowdoin College does not regularly offer courses devoted exclusively to a non-Western area (except for a course in Oriental art). Certain aspects of non-Western cultures are treated in such courses as "Comparative Economic

Systems," "Comparative Government," "Problems of World Politics," "History of Religions," and a Sociology course in Population. From time to time special courses of a semester or year are given by Tallman Lecturers, who since 1952 have included scholars from China, Japan, India, and the Near East. Finally, a dozen foreign students have fellowships provided by the College and the fraternities where they are housed. Since 1953 Bowdoin fellowships have been held for one or more years by eight students from Ghana, Kenya, India, Viet-Nam, Japan, Korea, Okinawa, and the Philippines.

On the other hand, writes William B. Whiteside, "Bowdoin has been extremely cautious in the matter of additions to the regular curriculum." Administration is receptive to the idea of adding courses on non-Western cultures, but "cautious in the matter of curricular expansion and the commitment of funds to new fields." In 1954-55 Bowdoin considered the persisting Western orientation of its curriculum in the course of intensive self-study. The self-study committee concluded, however, that Bowdoin should not get into the non-Western areas on two grounds. First, the College must not spread itself too thin. A college like Bowdoin "is currently unable, even in the basic subjects and disciplines, to live up fully to the commitments of a college of liberal arts. Is it not the better part of wisdom, before annexing new territories, to consolidate our gains?" Second, many courses did in fact touch on non-Western countries and their cultures. Mr. Whiteside offers his own opinion that if the curriculum permitted sustained study of the history, language, literature, and art of non-Western regions Bowdoin students would be in a better position to profit from the presence of the student guests from Asia and Africa. Ideally, he says, curricular and extracurricular influences should go hand-in-hand for they reenforce each other.

Franklin and Marshall College

In reply to the ACLS query, Elias H. Phillips at Franklin and Marshall College said he had little to report "since on this campus little is being done in this area of instruction in the early years of the student's course." He added:

On occasion we are kept busy in compensating for deficiencies in training we regard as essential for a good liberal education (in the Western tradition). Some of these deficiencies arise from the program of general training in the last years of our public schools where an increased attempt at the type of training your memorandum suggests is becoming a substitute for the conventional Problems of Democracy courses—this situation prevails quite regularly in Pennsylvania.

In amplification of his reference to high school courses, Mr. Phillips later wrote that neither the Problems of Democracy courses nor the new World Culture courses "provide the background necessary for the type of training we wish to give our young men on the college level." His doubt that non-

Western materials should be brought into the college curriculum in the first and second years he supports by the judgment of a Curriculum Planning Committee that "the culture in which we live and which remains dominant in the world today has been shaped by the Western tradition." He then adds as further points: 1. We must not duplicate the work of the secondary schools; 2. The special values of the general course in world cultures and POD courses are generally achieved best . . . between grades seven and twelve; 3. The ACLS has a tremendous opportunity in setting up institutes in these areas for secondary school teachers to provide much needed information, guidance and understanding; 4. . . . The immediate impacts of the involvements with the non-Western world can be most emphatically made when our students are about to graduate . . . and enter graduate and professional schools. A mature, tough, demanding, informative and inspiring course in these matters as a finale to a liberal arts education should be more valuable than a general course in the earliest years in the college experience when there is likelihood of the information and values being dissipated through lack of a sense of immediacy, provision of new information, and change in the situation. For upperclassmen, nothing non-Western is offered in Literature, in Government (unless in "Comparative Government" or "International Politics"), in Philosophy, or in Sociology and Anthropology, except as it enters such courses as "Race and Ethnic Relations."

But in History there are courses in Russia to the present, World history in the present century, "The Far East," and "Special Areas of World History"—which provides intensive study of areas of particular international significance such as the Middle East; the Department of Religion gives a course in "Religions of the Orient"; and the language and literature of Russia are taught by members of the German and Russian Department.

Hiram College

At Hiram College upperclassmen may discover the non-Western world through courses offered by the Departments of History, Political Science, and Religion. In Political Science a new sequence of three courses devotes the second to "Communist Political Institutions," including China; and the third to new independent states of Asia and Africa. Paul I. Miller is the only Associate who emphasized the cosmopolitan influence of traveled faculty members. He himself held a Fulbright Lectureship at the University of Ceylon, and his letters home have since been utilized in class by the Professor of World Religions. One member of the faculty taught in the Middle East for several years; a member of the English Department is now teaching in South India.

Middlebury College

Middlebury College "is making some improvements in its offerings in non-Western culture," according to Henry B. Prickett. The Far East is dealt with in upperclass courses in History, Political Science, Fine Arts, and Religion, and

other additions are being considered. Among the possibilities are an oriental language, a course in Far Eastern fiction, and a unit of six weeks on India or Southeast Asia in the required Freshman course, "Contemporary Civilization."

Occidental College

At Occidental College it is possible for upperclassmen to pursue oriental studies in the Departments of Art, History, Philosophy, and Religion, and to study international affairs and "Imperialism and Nationalism in Africa" in Political Science. Andrew F. Rolle writes of the importance of Occidental's "Africa Project." In 1958 Occidental students raised most of the \$18,000 required to send eight of their number to Africa for a summer of work and observation. Back at Occidental the experience of the eight had considerable impact on the interests and outlook of the campus, and last summer another group went to Senegal, Sierra Leone, Guinea, Liberia, Ghana, Nigeria, the French Cameroons, and Kenya.

Queens College

Queens College offers the upperclassmen a number of courses on Asia and Africa. In Anthropology "Peoples and Cultures of Africa" and "Economics of Primitive Peoples" and in Economics "Process of Economic Change" are wholly or largely devoted to African problems. A newly-acquired specialist on Africa has a course in "Political Processes in Underdeveloped Areas," and will soon give a series of 26 broadcasts on African affairs over the New York City radio station. Joseph Raben adds that the Board of Education has just dramatically waived "citizenship and residence requirements for twenty-five students from Africa. On a campus like Queens, where the NAACP and similar organizations are active, the African students who come to us should find many public opportunities for making us more aware of their homelands."

Reed College

In search of a policy on Asian studies, Reed College obtained a foundation grant to pay for exploratory steps and brought in four consultants on courses and library needs; the Faculty Educational Policies Committee then formulated a statement of policy which was adopted by the Faculty in the fall of 1959. The statement accepted the view that more opportunity should be given the student to become familiar with Asia, agreed that Reed was not then "in a position" to create a special department or add faculty teaching only Asian studies, but concluded that much could be done in the main with present resources by carrying out the following recommendations:

1. Immediate and continuing attention should be given to the expansion of library resources;
2. Specialists should be brought in for varying lengths of time to give lectures and hold seminars;

3. Departments should be encouraged to increase the Asian content of existing courses where appropriate;
4. When a Department offers a course in Asian Studies, the course is to be judged on the same basis as other courses presented for faculty approval;
5. In the search for new faculty, the College should keep in mind the possibility of finding candidates who can not only fill the customary positions but who have had training in Asian Studies;
6. While it is premature to initiate a Humanities-type Asian Studies course, Faculty are free to present interdisciplinary courses in Asian Studies for approval.

Inventory of faculty competence on Asian affairs revealed four natives of the Middle and Far East who have had training in their own areas; and five others who have studied aspects of non-European culture. Before and since the adoption of the policy statement increasing attention has been given Asia in literature, the arts, and in the social sciences. Edwin N. Garlan concludes that a promising beginning has been made, and "the gradual incorporation of Far Eastern and other subject matters into our basic introductory courses is likely to increase in so far as they are relevant and permit of study having the same integrity, quality and discipline as those now in the curriculum. Any other basis would be a disservice to the values we wish to further."

Sarah Lawrence College

In his essay on curricular evolution at Sarah Lawrence, Charles Trinkaus states that non-Western cultures were not neglected even during the 1920's and 1930's when subject-matter was required to be relevant to the life of the student. During and since World War II "the notion of relevance itself grew broader and deeper, stimulated, no doubt, by the greater sophistication of America and Americans that was a product of our involvement in a truly global war, and our acquisition of inevitable new international responsibilities in every part of the world." A historian of Russia and one of Russian literature were added, and instruction in the Russian language began in 1959. Work on Russia and the Soviet Union is available at every stage of the curriculum. Courses are regularly given on Asian Civilization, on Modern China and Japan, on Southeast Asia, on Indian myth and religion, and on International and Intercultural Relations, with emphasis on India, the Middle East, and Africa.

Smith College

For several years Smith College has offered courses in non-Western studies in history, political science, art, philosophy, and religion. Recently it began participating in a Four College Non-Western Studies program which a Ford Foundation grant subsidizes. The Middle East is being covered this year, Africa south of the Sahara next year, and South East Asia and Indonesia the third

year. The program is administered by a Central Government Committee representing Amherst, Mount Holyoke, Smith, and the University of Massachusetts. This year it depends on the active cooperation of Harvard's Middle East Institute, which supplies lecturers for an advanced seminar. The work of the seminar is coordinated by a faculty member at the University of Massachusetts. The Ford grant helps also to build up the libraries of all four institutions, and provides faculty grants for summer study or travel.

Wake Forest College

At Wake Forest introductory courses remain largely Western in content and outlook, but a cooperative program of Asian Studies, which will be discussed later on, has begun to have discernible impact on the curriculum and the life of the campus. A course, "Introduction to Indian Political Culture," open to all students, counts for credit in either History or Political Science. Upper division courses are given on Southeast Asia by the Political Science Department and on "Oriental Social and Cultural Systems" by the Sociology Department.

Conclusion

These reports provide a perilously narrow base for generalization. To be on the safe side we can say that the Regional Associates found much more to report last December than they could have found five or ten years ago and will probably have much more to report in 1965. If it takes twenty years for a new interpretation in history to get into the textbooks, it is perhaps remarkable that the college and university curriculum has changed so much in the past dozen years.

But even our small sample demonstrates that the trend toward more undergraduate instruction in world affairs and other civilizations is more pronounced on some campuses than on others. Certain large universities have built up ambitious Asian and African programs with great energy, imagination, and foundation money with ponderable impact on the undergraduate body. In contrast some other universities and a number of liberal arts colleges have changed very little, and a few have apparently found a satisfying rationale for resisting curricular change. At least their faculty are prepared to speak out vehemently for the status quo. After all, as one said, we are Western; and another asked if we were not in danger of perpetuating "a certain feature of American educational history: the faddish attention to the newly-discovered section of the globe?" A number felt that the introduction of non-Western studies would crowd something essential out of the curriculum since "there is no vacuum into which Asian and African Studies can be put."

I should be distressed at the possible loss of something quite central in our tradition in favor of something that might have more of exotic charm

than universalizing value. At the moment at least I am more concerned that by curricular requirements, advising, grapevine, the changing atmosphere, and so on, we see that deparochializing is accomplished by an adequate study of history, philosophy, and the languages.

The argument can be closed with the cutting riposte: "Why teach students Zen when they don't know the Bible, why teach them African history when they don't know the dates of the Civil War?"

More frequently it appears to have been difficulties rather than objections that have stopped or slowed the trend toward a broader curriculum. An educational institution that has not expanded appreciably since World War II, or has found that expansion did not save it from mounting operating deficits, might understandably assign low priority to the appointment of an Asian specialist, especially if no Department was clamoring for him. The budgetary problem would not arise if the faculty at large were to exhibit "our worldwide concern" in every course. But, as was suggested earlier, this ACE suggestion was warmly denounced as harmful to the course and offensive to the instructor. Every course is said to have its own *raison d'être*, its own content and appropriate structure. It should never be corrupted by ulterior purpose or laden with materials irrelevant to its objectives. This may be an idealized version of the course, but the instructor, idealized or not, prefers to teach within the limits of his knowledge and understanding. As one Associate put it: "Professors are unlikely to alter courses they have worked out through years of study in order to include matters, however important, that the professors themselves know they are imperfectly competent to deal with."

In spite of the difficulties, liberal arts colleges have found various ways to bring the non-Western world into the life and learning of their students. If an Asian or African specialist could not be appointed outright, vacancies in the social sciences have often opened up an unexpected opportunity. Increasingly the graduate anthropologist has done his fieldwork in Asia or Africa, and the candidate in economics may be eager to make instructional use of his year in Indonesia. Without new appointments, the small college has with luck assisted a member of its own teaching staff to develop a modest competence in non-Western studies. This has been done in several ways. State universities developing their own area studies with foundation subsidy have recognized a responsibility to neighboring colleges. With the help of the Ford Foundation, for example, Asian specialists of Indiana University have conducted faculty seminars on other Indiana campuses, and faculty members of other institutions have come to Indiana University for summer school or for a year's "intensive training in the non-Western area, including courses in the various disciplines being offered and some language training where appropriate." Under similar arrangements, college teachers have immersed themselves in Asian Studies at the University of Michigan, and then utilized their new training in teaching at their own colleges. Unfortunately we have

no reports from the beneficiaries of this teaching of teachers, but we may assume that the all-Western curriculum is on the run in Indiana and Michigan.

Another approach has been the cooperative effort of two or more colleges not too distant from each other. A faculty seminar in Asia Studies at the University of Vermont is attended by instructors from other institutions in the state who have some background in the field and who contribute scholarly papers. The seminar is directed by a visiting scholar on one-year tenure, preferably native to the area under study. The first director was a scholar from the Middle East; this year's came from India. The enterprise is financed by the Ford Foundation.

Antioch College and Earlham College have a cooperative arrangement involving an exchange of professors and the institution of faculty seminars on each campus on the subject, "The Far East in World Affairs." It is anticipated that when the Ford Foundation subsidy runs out the exchanges of faculty between the two colleges will continue.

A grant from the Mary Reynolds Babcock Foundation enabled Wake Forest College, Salem College, and Winston-Salem Teachers College to organize a Program of Asian Studies which went into effect last September. The initial aim is to stimulate interest in Asia's history, civilization and international role not only in the three colleges but in this part of western North Carolina. The director of the program, a scholar from India, was appointed to the Wake Forest faculty but teaches in each of the cooperating colleges. The tri-college program includes not only courses for college students but a faculty seminar meeting monthly and a seminar for high school teachers meeting every two weeks for ninety minutes. Library purchases for Asian Studies totaled 1,600 by December. More courses will be offered next year.

Our survey clearly points to the crucial role of the great foundations in promoting non-Western studies in the United States. Grants have been made to lesser institutions, but the present tendency is to make large, long-term grants to a limited number of large universities which are already known as centers of Asian and African scholarship. As suggested earlier, smaller universities and liberal arts colleges can expect some assistance from these great centers, but it appears that the gap is widening between the institutions that are doing the least and those that are doing the most to make their students intellectually aware of the non-European world.

If the large foundations have shown partiality for Asian and African Studies at the great universities, lesser universities and liberal arts colleges may not yet have exhausted the possibility of enlisting the aid of the smaller foundations for cooperative or other programs of international import. (*The Foundation Directory*, prepared by the Foundation Library Center and published by the Russell Sage Foundation in 1960, lists 5,202 foundations domiciled in every state in the Union.) As is stated in "The University and

"World Affairs," the recent report of the Ford-financed committee headed by Mr. J. L. Morrill:

The occasional large grants from a few foundations can play a useful role in assisting those whose responsibility it is to shape educational policy, but the cumulative impact of lesser grants from many smaller foundations can be perhaps as important in terms of total national effort.

Any reader who has followed the text this far should be reminded that this is an informal survey, based on a limited number of reports from the field, and prepared primarily for the Regional Associates themselves. Limitations of space have necessitated the omission of any reference to the nineteenth century roots of American educational interest in the Far East, and have also produced rather brutal compression of the material sent in, as well as almost total omission of extracurricular influences, high school and graduate school developments, and university projects overseas.

A similar survey may be published after receipt of the June reports (which we would gratefully accept in May), when the other half of our Regional Associates will have written on this topic. In the meantime we should value comment and constructive suggestions for giving rational expression to this educational trend from our Associates and other readers of the *Newsletter*.

MERRILL FELLOWSHIPS FOR HIGH SCHOOL TEACHERS OF MODERN FOREIGN LANGUAGES

The Charles E. Merrill Trust of New York has made a three-year grant of \$75,000 to the ACLS to provide fellowships to outstanding high school teachers in modern foreign languages for travel and a year of residence and study in the country whose language they teach.

Teachers of French will be awarded the first round of fellowships for the school year 1961-62. The following year recipients will be teachers of German or Italian, and the year after that teachers of Spanish.

Selection of teachers for the Merrill grants will begin with the nomination of eight or ten candidates by the appropriate Foreign Language Teachers Association. Final choices will be made by a joint committee representing the Modern Language Association of America and the ACLS. The Trust has stipulated that nominees be teachers in public school systems and under forty years of age.

In making the grant the Trust expressed the hope that similar awards would be made by other foundations and by forward-looking town and city school systems.

GRANTS FOR ASIAN STUDIES AND SLAVIC AND EAST EUROPEAN STUDIES

The Ford Foundation has made a grant of \$800,000 to the ACLS for renewed assistance to Asian studies and Slavic and East European studies during a five-year period. Programs in both of these areas are the responsibility of joint committees of the ACLS and the Social Science Research Council; both are administered by the ACLS.

Grants in aid of research will be awarded and in the case of Slavic and East European studies there is provision for publication subsidies, support of conferences, and travel grants to international conferences.

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